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ABSTRACT

This practicum paper describes a method for developing and implementing a student-discipline plan in a small, rural high school in north central Florida. The combined middle- and high-school is the poorest in the county. When corporal punishment was banned in the county and no alternatives were implemented, the number of suspensions increased. An analysis of discipline referrals and suspensions for 1989-1990 and 1990-91 revealed a large number of referrals for a small school and an increase in the number of out-of-school suspensions. A program was then implemented to increase parent, student, community, teacher, and administrator involvement in the formulation of discipline guidelines. Second, teacher guidelines for handling discipline problems were developed. The practicum intervention resulted in increased teacher involvement in the discipline process; greater communication between student and teacher, teacher and parent, and teacher and dean; increased parent participation; a reduction in the number of discipline referrals; and the introduction of an in-school detention program, which significantly decreased the number of out-of-school suspensions. Nine tables and three figures are included. Appendices contain the pre- and post-questionnaires and sample forms. (LMI)

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Developing and Implementing a Discipline Plan for Hawthorne High School

by

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Hawthorne High School
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Hawthorne, Florida

A Major Applied Research Project Report
submitted in partial fulfillment of the requirements
for the degree of Doctor of Education

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Abstract

Developing and Implementing a Discipline Plan for Hawthorne High School

This report describes a method for developing and implementing a discipline plan in a small, rural high school in north central Florida. The school, which houses both a middle and high school on the same campus, is the poorest in the county. The problem evidenced itself when corporal punishment was banned in the county and no alternatives were added. The number of suspensions from school increased. A new attitude towards disciplining students would be necessary because discipline should come from internal forces rather than external ones.

An analysis of discipline referrals and suspensions for 1989-1990 and 1990-1991 revealed a large number of referrals for a small school and an increase in the number of out-of-school suspensions. After analysis of the problem and reviewing the literature, a program was begun to get parents, students, community members, teachers, and administrators involved in the formulation of those guidelines for students to follow. Secondly, suggested steps were developed for teachers to follow in handling classroom discipline problems. Teachers became more involved in the discipline process with the expectation that by so doing, greater communication took place between student and teacher, teacher and parent, and teacher and dean. Parent involvement increased in that they received notification of a problem first from the teacher.

As a result of the practicum intervention, teachers increased their communication with students, the students' parents, and the dean. The number of discipline referrals was reduced, and an in-school detention program was introduced, which decreased the number of out-of-school suspensions significantly.

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Chapter 1

Problem Statement and Community Background

General Statement of Problem

When investigating the discipline matters at Hawthorne High School, the practicum manager discovered that no discipline plan was in existence, the number of discipline referrals and suspensions was high, and ninth and tenth graders incurred approximately 60% of the total number of referrals. Given the small school size, there were approximately 2.6, 2.4, and 1.8 referrals per capita for the years 1989, 1990, and 1991, respectively. There was also a large concentration of referrals among the freshman and sophomore classes.

Description of Immediate Problem Context

Students who attend Hawthorne High School live in the southeast corner of Alachua County. Thirty-eight percent of these students reside in the community of Hawthorne, and 62% are bused to the school from distances up to 10 miles that include the rural areas of Island Grove, Lochloosa, Cross Creek, Rochelle, Windsor, Campville, Orange Heights, Earleton, and Melrose. Fifty-two percent of the student population is on free or reduced-price lunch.

Hawthorne Middle and High Schools occupy the same property. Hawthorne Middle/High School has a total of 562

students, 291 of whom are enrolled in grades 9 through 12. Although the schools are on a 46-acre site, the classrooms lie on approximately 5 acres. The high school has a main building, a separate gymnasium, and a 12-acre farm. The high school students share a common gymnasium and cafeteria with middle school students. For the most part, the two levels are kept separate, but there is some overlapping due to the exploratory classes for middle school students that are taught in the main building.

Because of the small size of the high school, students may have the same teacher for a specific subject area for more than one year. This smallness promotes the development of close relationships between teachers and students.

There are two administrators for the middle/high schools--a principal and an assistant principal--and one guidance counselor and dean for each respective level. Hawthorne has a caring staff of 58, with 16 of 38 instructional staff members at the high school level, and 20 noninstructional staff.

The practicum manager is the high school dean. Her primary duties include handling discipline referrals, conferring with parents, monitoring student attendance including tardies, supervising the lunchroom and bus loading, acting as "administrator in charge" for certain athletic events, and administering the Florida State Drivers' License Law.

Description of Surrounding Community

Hawthorne is a rural community located in the southeast corner of Alachua County. Settled in 1840, Hawthorne was originally a farming community growing cotton, oranges, strawberries, and lima beans. Many lakes and forests provide a haven for hunters and fishermen.

Although still a rural community, many of Hawthorne's residents make the 40-mile commute to work in Gainesville either in health-related fields or blue-collar jobs. Others work in various local businesses in the Hawthorne community.

The town of Hawthorne has two restaurants, a gas station, one bank, and a medium-sized supermarket; there is no movie theater or shopping mall. Not to the dismay of its residents, Hawthorne has not experienced much growth. Efforts for a well known fast-food chain to build in the town never materialized due to the absence of a city sewer system.

In this, the poorest community in Alachua County, trailer homes house 60% of the population, and single-family homes house 25%, with 15% of those owned by the federal government. Blacks total 30% of the population, and Whites total approximately 70%.

Chapter 2

Problem Definition and Evidence

Problem Background

Hawthorne High School had not had a change in deans for 13 years. In the summer of 1989, the writer applied for the high school dean's position that had become vacated due to the middle school's dean relocating to another school and the principal's decision to switch the high school dean to the then-vacant middle school dean position.

One of the major responsibilities of the position of dean is school discipline. Although there had been a consistent decrease in the number of referrals from 1989 through 1991 (705 to 644 to 474, respectively), there was still a large number for a small school. A primary reason for the decline in referrals during 1991 was the fact that a discipline committee was formed at the start of the spring semester. At that time, a procedure was suggested for teachers to follow in handling disciplinary matters. Despite the decrease in the number of referrals, out-of-school suspensions increased from 78 in 1989 to 130 in 1990, a rise of 67%; the following year had 113, a decrease of 13%. The frequency of suspensions was also high for a school with an average of 270 students.

Until the spring of 1991, there had been no discipline plan in place. Discipline at Hawthorne High School had been handled by each teacher using his/her own style. Consequently, the types of referrals to the dean's office ranged from a student refusing to work or talking in class

Table 1

Number of Referrals by Teacher, 1990 and 1991

Teacher	# Referrals 1990	1991	Teacher	# Referrals 1990	1991
GW	61	52	LW	14	45
JS	31	36	KL*	1	30
CF	17	12	LW	6	7
GL	19	17	GK	18	17
WW	14	21	MC	4	9
KO	31	26	JB	2	12
BW	16	38	TI	5	7
DF	5	38	CS	7	15
GT*	59	18	KH*	2	4
GP	4	4	AL	4	20
JR	10	3	DN	3	39
BM	24	20	LC	1	0
CM	15	25	LE	5	3
			MC	1	0

*Denotes change of teacher from prior year

to possessing a weapon. The quality of the referrals obviated the fact that some staff members chose to make discipline a part of their role, while others dismissed discipline as one of their functions as a classroom teacher and placed it solely with the dean. Although there were no

figures available for 1989, the spread of the number of referrals per teacher for the 1990 and 1991 school years ranged from two teachers writing no referrals to four writing over 35 each, and one of these writing 52 referrals (see Table 1). Substitute teachers accounted for 12 and 30 referrals for the 1990 and 1991 years, respectively, while administrators accounted for 109 and 100 for those same years. Two referrals were recorded by the custodial staff in 1991. Thus, the need for the establishment of a suggested procedure for managing discipline in the classroom and referring students to the dean became evident.

Evidence of Problem Discrepancy

Besides the high number of referrals, there was a disproportionate number of referrals for ninth and tenth graders. In 1988-1989 and 1989-1990, freshmen and sophomores accounted for an average of 61% of the referrals, and in 1990-1991 the proportion rose to 80% of the referrals (see Table 2).

Consistent with research, ninth graders were experiencing many disciplinary problems. Ascher (1987) stated that the academic demands of high school place a large burden on first year students, and Dr. John Ellis (Austin Independent School District, 1987) believed that it is the ninth grade that presents a tremendous challenge to students, parents, and educators alike. Suspensions for freshmen and sophomores for the same time frame paralleled

Table 2

Referrals by Grade and as a Percent of Total, 1989-1991

Year		Grade 9th	10th	11th	12th	Total
1988-1989	N =	191	256	137	121	705
	% =	27.1	36.3	19.4	17.2	
1989-1990	N =	151	233	181	79	644
	% =	23.4	36.3	28.1	12.3	
1990-1991	N =	222	158	48	46	474
	% =	46.8	33.3	10.1	9.7	

the number of referrals (see Table 3).

Additionally, there were a great number of days of instruction lost as a result of suspension from school as also illustrated in Table 3. These were days of lost instruction as well as days in which the teacher had the option of accepting make-up work or not.

Referrals were categorized according to a method set forth by the School Board of Alachua County and were entered into a centralized computer system. A breakdown of referrals by category showed that the principal problem experienced at Hawthorne High School fell in Category 3 (defiant, failure to observe classroom rules, teachers or staff). Table 4 illustrates the referrals by type and grade for the years 1989 through 1991. Because the county abolished corporal punishment effective as of the 1990

Table 3

Suspensions by Grade and as a Percent of Total, 1989-1991

Year		Grade 9th	10th	11th	12th	Total	Days Lost
1988-1989	N =	21	28	13	16	78	238
	% =	23.8	26.9	35.9	16.7		
1989-1990	N =	26	51	33	20	130	522
	% =	20.0	39.2	25.4	15.4		
1990-1991	N =	52	37	13	11	113	499
	% =	46.0	32.7	11.5	9.7		

school year, alternate methods of correction became necessary, and suspensions were used more frequently than in the past. With the abolishment of corporal punishment, it appeared that the county's emphasis on discipline was no longer perceived as punitive but used for modifying behavior. Thus, the old philosophy of "spare the rod and spoil the child" had become obsolete. More current philosophies needed to be introduced and a reeducation of all those involved with discipline became necessary.

When a discipline referral form (see Appendix A) had been sent by a teacher to the dean for action, the portion of the form entitled "Action by Teacher" had usually been left entirely blank, or the action, "verbal reprimand," had been checked. This suggested that the teacher had

Table 4

Referrals by Type, Grades 9-12, 1989-1991

	1988 - 1989				1989 - 1990				1990-1991			
	9	10	11	12	9	10	11	12	9	10	11	12
Fighting, attacking, defiant	33	28	14	8	31	31	25	9	28	19	6	1
Abusive language	4	2	5	7	7	15	12	9	18	10	6	4
Defiant; failure to observe class rules, teachers, or staff	124	174	91	59	80	118	88	31	89	83	14	16
Skipping	3	6	4	3	6	18	17	9	16	14	6	6
Tardy	14	29	18	34	23	39	28	13	54	20	12	10
Theft	3	4	--	2	--	--	--	--	1	1	--	--
Smoking, tobacco	1	1	1	2	--	3	2	1	8	4	1	--
Pot, alcohol, prohibitive substance	--	1	1	2	--	1	2	1	--	1	--	--
Weapons	1	2	1	--	--	5	1	2	3	--	1	1
Extortion	--	--	--	--	--	--	--	--	--	--	--	--
Vandalism	--	--	--	1	--	--	1	--	1	--	--	2
Assault/battery	2	--	1	--	--	--	--	--	--	1	--	--
Sex violation	2	2	--	--	--	--	--	--	--	1	--	1
Serious breach of conduct	--	--	--	--	--	--	--	--	--	--	--	1
Unsafe act/action	--	--	--	--	--	--	--	--	--	--	--	1
Other	4	7	1	3	4	3	5	4	4	4	2	3
Totals	191	256	137	121	151	233	181	79	222	158	48	46

(a) either not made any prior attempts to correct the situation, or (b) had verbally admonished the student.

The principal met with the dean and shared many complaints that he had received verbally from teachers regarding the disposition of referrals and their turnaround time. In January 1991, the dean prepared a discipline questionnaire (see Appendix B) that was distributed to high school teachers to grasp the teachers' philosophies of discipline, to get their input concerning the direction in which discipline should proceed, and to ascertain the reasons for general dissatisfaction with the functioning of the dean's office so that improvements could be made.

Twenty-five questionnaires were distributed and 19 were returned, for a return rate of 76%. Of those returned, 15 teachers indicated that they were not satisfied with the way discipline referrals were being handled compared to 3 who indicated a general dissatisfaction with the dean. Although 4 responded in the affirmative, 13 teachers felt that there was no consistency in the handling of discipline referrals. Teachers indicated their feeling a lack of support by the dean by a vote of 12 to 7 and 15 felt that the disciplinary procedures in place were basically satisfactory.

Although 14 of 19 teachers indicated that they had a knowledge of the county Code of Student Conduct and the different levels of infractions, they were not handling

minor classroom misconduct themselves, as stated in the Code of Student Conduct, Level I infractions (see Appendix C).

Except for one respondent, teachers felt most discipline matters should be first handled by the teacher. Suggestions for improvement included reinstating corporal punishment (which is determined on a county-by-county basis in the state of Florida), giving work detail or another option with counseling, removing the dean, reinstating in-school suspension, and establishing consistency in the disposition of referrals. There also existed a discrepancy in teachers' perceptions of exactly who should be responsible for controlling student behavior with 10 teachers indicating the student should be responsible, 6 the teacher, 3 the parent; and one believed the dean should be responsible. Glasser (1984) believed that as thinking, living human beings, we make our own choices; what we do comes from inside us not from forces external to us. Students must learn to control themselves.

Possible Causes of the Problem

With the county's banishment of corporal punishment immediately before the start of the 1990 school year, the number of suspensions in 1990 increased. Although its time had come, no provision had been made for a substitute. Pross (1988) believed that corporal punishment should be banned, but cautioned against its removal before finding an alternative to substitute.

An examination of the 1989-1991 discipline records (see Table 5) indicated that work detail was one of the principal

Table 5

Disposition of Referrals, 1989-1991

Action Type	Number of actions 1989	1990	1991
Reprimand	47	15	49
Student conference	30	310	175
Parent contact	12	5	14
Parent conference	16	5	5
Referred to guidance	6	15	15
Referred to support services team	8	--	7
Work detail	202	86	55
Corporal punishment	40	n/a	n/a
Detention	131	7	1
In-school suspension	--	40	12
Out-of-school suspension	78	130	113
Other	142	28	39
Expelled by school board	--	4	2
Totals	712	645	487

Note: Totals slightly exceed number of referrals due to inclusion of actions on bus referrals.

methods of correction followed by after-school detention. Each of these utilizes forces outside of one's self with no attempt made to help the student to modify behavior.

Contrary to what teachers reported on the discipline questionnaire--that they handle most of the disciplinary problems themselves--discipline is sometimes perceived by the classroom teacher as not being within their purview, but

rather the job of the dean or another administrator. Kindsvatter (1978) equated the definition of a good teacher with that of a good classroom manager, and Wayson et al. (1982) said teaching discipline is a main function of education and considered it to be more basic than the "basics" themselves. Teachers must, then, learn to manage discipline within their own classrooms and teach discipline to their students.

Because the writer had joined the staff of Hawthorne High School in the fall of 1989, the dean's office was managed from a perspective different from that of the prior dean. Additionally, a conflict in philosophy existed between some staff members and the dean's office in that the former believed that disciplining a youngster must necessarily be punitive. Taylor and Usher (1982) recognized this by stating that some people consider discipline synonymous with punishment. Glasser (1978), however, stated that not only is punishment presently ineffective, but it doubtless ever was. Purkey (1985) believed that discipline should provide an opportunity for students to reflect on their actions, learn why it is inappropriate, and make a plan to correct it. Sprick (1987) did not deny that consequences for misbehavior were important, but he emphasized the fact that students must be taught to be responsible for their behavior.

Acting responsibly had not been encouraged by all staff members. Duke (1978) believed that sometimes adults, themselves, are the cause of discipline problems. Wayson (1985) acknowledged that sometimes the teacher inadvertently becomes an enabler by fostering irresponsible behavior via her disciplinary actions. Several teachers did not recognize that some of their behaviors were encouraging students to act irresponsibly. If a student did not bring a textbook to class despite his responsibility to do so, the teacher was promoting irresponsibility by giving the student a pass to go to a locker to retrieve the book. Wayson (1985) also believed that discipline was not a matter for only teachers and administrators, but all personnel--from custodial to secretarial to the administrative staff. Also, Johnson (1978) and Purkey (1985) made a point of eliminating the blame for disciplinary failures from teachers and placing it where it belongs--on those students who behave irresponsibly. Each of them is responsible for his/her actions and the consequences of those actions--therefore, they should be held accountable for their actions. Haffner (1974) in an earlier publication also reflected this belief and relieves the parent, as well, of the burden of behavior correction.

The fact that there existed such a large discrepancy between both the level of severity and number of referrals among teachers showed that adult behaviors can lead to

discipline problems. Duke (1978) reminded us to consider the behavior of teachers and administrators. He goes on to say that many adult behaviors can lead to discipline problems, including inconsistency in enforcing rules, lack of compliance with discipline policies, insensitivity to students, lack of information about the numbers of students who had been suspended from school or the manner in which referrals are disposed, lack of skills in classroom management, and the poor regulation of discipline policies. Wu, Pink, Crain, and Moles (1982) indicated that teacher perceptions can increase the number incapable of problem solving and create a school environment which would readily mete out suspensions. As evidenced by the results of the discipline committee, it became obvious that Duke's theory was true with regard to Hawthorne High School--adults were complaining about their peers.

In summary, there was not one specific cause for the high numbers of referrals and suspensions at Hawthorne High School. Over the past 13 years, there had been no change in high school deans, and with corporal punishment no longer permitted, a different philosophy was necessitated. The former high school dean indicated that after-school detention created more problems than it solved because parents refused to pick up their children. Consequently, it, too, was no longer viewed as viable and was discontinued. A new high school dean was brought in, and

the prior dean was given the middle school responsibility. The teachers' lack of knowledge of discipline procedures created much dissention between them and the dean. Many believed if a student misbehaved in their class and had been referred a few times, the student should "find another class." Lacking knowledge, training, or experience with exceptional students, teachers sometimes fail to take a student's learning disability or emotional handicap into consideration when disciplining. Teachers who were lax in enforcing school rules were not looked upon favorably by their colleagues. Additionally, some teachers refused to take ownership of classroom discipline, relegating it instead to either the dean or another administrator.

The advent of added stress to students new to a school was not necessarily understood nor addressed by the involved ninth-grade teachers. Safer (1986) indicated that those ninth graders who are vulnerable see their problems exacerbated in the high school: Academically deficient students are 12 times more likely to have discipline problems than their counterparts. Those with behavior problems increase their grade retention rate as they move into the high school setting, and the less restrictive environment provides additional opportunities for suspension for the student lacking in self control. Repeated suspensions lead to increased absenteeism, to academic failure, and either dropping out or being dropped out of

school. With the average graduation rate of repeated suspendees at only 12-20% (Safer, 1986), there was a desire to reduce the number of suspensions at Hawthorne High School to defy these statistics.

Chapter 3

Problem Situation and Context

Influences in the Immediate Problem Setting

The principal at Hawthorne High School had been receiving numerous complaints from teachers, students, and parents regarding the new high school dean and management of discipline referrals. The decision to develop and implement a discipline plan was viewed by the principal as a positive approach to remedying the problem. Consequently, his immediate support in the project was a facilitating factor.

The practicum manager was hired as high school dean in 1989 replacing the dean of 13 years who was moved to the middle school position on the same premises. The principal told the new dean that discipline at the high school was not as strict as he desired and some changes would be necessary. The word "change" oftentimes conjures up negative images and has been known to cause muscular constriction in many people. Resistance to change on the part of the faculty and student body as well would be viewed as a constraining factor. The sociological aspect also deserves consideration, i.e., the dean was considered by the locals as a "city girl" and a northerner as well. These were not viewed as positive characteristics where the parents were concerned because Hawthorne is a rural, southern town.

Developing a discipline policy required teachers to become involved in the process from its inception. This involvement also required their time in the form of meetings. Although the faculty was generally cooperative, this new responsibility and commitment in terms of time might be perceived as an infringement on their time. Fear of the unknown and concern that they may be required to be more active than in the past were considered constraining factors. Most individuals are resistant to change. This constraint was also evidenced in the fact that teachers were not within the sphere of influence of the dean. In the long term, teachers may have perceived having a discipline policy as a guideline, which all staff members would be required to follow. In this way, it was considered a facilitating factor.

In responding to the questionnaire regarding discipline, 15 of 18 teachers who responded indicated that they were not satisfied with the way discipline was being handled. This, coupled with the fact that 14 of 19 respondents said that they felt a need for a specific discipline plan and that the procedures in place were not satisfactory, were facilitating factors.

Another factor considered constraining was the student body at the high school. They probably experienced many of the same fears expressed by the teaching staff: fear of change and fear that more may be expected of them.

Influences in the Broader Community External to the Problem Setting

The School Advisory Committee (SAC) was comprised of the principal, parents, community members, and the dean. In their monthly meetings, specific agenda items were considered as well as member concerns. It was through this committee that the problem of attendance had been addressed by the dean with the intent of eliciting their support for improvements and suggestions in that area. By requesting their input in making discipline policy, their involvement was considered as facilitating the process.

The State of Florida continues to permit corporal punishment in its schools. Yet many districts, including Alachua County, had chosen to disallow it. Its removal from the schools was not necessarily supported by the parents, many of whom clung to the biblical verse, "spare the rod and spoil the child," and believed that it belonged in the educational setting. The concept of self-discipline was foreign to many parents. Responsible parenting is not common in the Hawthorne community, with many ready to come to a child's defense and rescue him from any and all situations, ranging from bringing in long pants to a child who has worn shorts on a cooler-than-expected day to blaming teachers for their child's inability to learn the work. Parents in the Hawthorne community have traditionally been quick to abdicate their responsibility for their children

and place it with the school. For these reasons, these were constraining factors.

Hawthorne is a small community where most families know each other. The noninstructional staff (including secretaries and custodians) are community members who know the students by name and have seen them grow from childhood. Although this type of familiarity is sometimes favorable, it presented some disadvantages. It created a problem when staff members unknowingly encouraged irresponsible behavior such as permitting students to use the office telephone for nonemergency purposes instead of using the pay telephone. Their multifaceted roles as school staff, community members, and parents in some instances conflicted and were viewed as a constraining factor.

Chapter 4

Literature, Solution Strategies, and Anticipated Outcomes

Data Gathering Through Literature Review and Consultation with Experts: Perspectives on the Problem Field and Alternative Solution Strategies

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning," (U.S. Department of Education, 1991, p. 65) is Goal 6 of AMERICA 2000: An Education Strategy, the national education goals devised by President George Bush and the governors for all schools in America to achieve by the year 2000. Considered a major problem in the public schools for over 20 years, discipline continues to be in the forefront of the minds of the public. In the 21st Annual Gallup Poll of the public's attitude toward the public schools, lack of student discipline ranked number two, second to drugs, and with teachers, it ranked fourth after lack of parental interest and support, lack of financial support, and pupil lack of interest/truancy (Elam, 1989).

But discipline problems are not only a major concern to teachers, parents, and administrators, they are a major concern to the students themselves (Brown & Payne, 1988). As the number of discipline problems a youngster encounters increases, his/her chances of dropping out increase as well.

It is possible for a student to drop into a cycle of failure--he/she is suspended from school the first time, he/she then perceives himself/herself as a loser, gets into more trouble, is suspended for a longer period of time, and is labeled a troublemaker. He/she loses a tremendous amount of class time and receives failing grades. Then, believing there is no reason to return, he/she stays away from school longer and eventually drops out. As a dropout, he/she has lots of free time to engage in criminal activities, gets a police record, and ultimately decreases his/her chances of employment (Cottle, 1975). All of society loses in the process.

When students misbehave, not only do they impede their own achievement, but the achievement of others as well. The greatest victim to poor discipline, however, is learning (Baker, 1985), because disorder impedes the educational process. With the breakdown of discipline comes chaos, causing distraction to everyone. School behavior and school achievement go hand in hand. Huey (1985) indicated that there are three factors that are strong indicators of success in the high school: academic skill level, attendance, and conduct. Those whose behavior is poor are more likely to do poor schoolwork (Gaddy, 1988).

The origin of discipline in the public schools traces its roots to the New England schools, which were based on Puritanical concepts. Humans were basically perceived as

being tainted with original sin; therefore punishment, a natural consequence of sin, would necessarily follow unacceptable behavior. In schools, as in the community, there was a certain hierarchy to which one adhered. There were those in authority and those who had to obey. Students, naturally, had to obey, because authority was viewed as indisputable. Young people were not expected to comply willingly due to their tainted natures, so those in authority were permitted to use whatever means they could to enforce conformity. Discipline then evolved to the point where the punishment fit the crime--proportionate punishment. Later, it advanced to protective punishment where the idea of safeguarding society and the violator came into being. This was followed by reformatory punishment, or the idea of reforming the individual; and today by prevention, or using more affirmative approaches to discipline. Although discipline is viewed as having evolved through these five concepts, all five are still used in some form or another (Hart & Lordon, 1978).

Our nation points to the 60s as the time when society began to "break down," and to the 70s as the era when discipline became a dilemma. Prior to that time, children were not considered persons with rights under the Constitution, but rather the property of their parents. As such, they had only those rights that their parents bequeathed them. It was a time when teachers truly acted

"in loco parentis." In the 1960s, the Fourteenth Amendment broadened its definition of persons to include children, giving them the same rights as adults. Society became permissive, people were "doing their own thing," and groups went overboard in protecting children's rights to the point where schools gave too much control to students (Curwin & Mendler, 1988). Discipline then became the number one problem in the schools.

With whom does the problem of discipline originate today? Some experts believe one must look to adult behavior, the behavior of teachers themselves. They do not enforce rules consistently, do not comply with a school's discipline policy, are insensitive to students, have no idea how the discipline policies are carried out, lack skills necessary to manage their classes, and do not administer discipline policies adequately (Duke, 1978). Wayson et al. (1982) and Chernow and Chernow (1981) believed that teachers should handle routine discipline problems themselves and communicate with parents when problems first surface. Kindsvatter (1978) felt that the social and learning climate needed to improve in order to see discipline improve and stated that the most effective technique that a teacher could use to improve discipline was the private teacher-student conference.

Others believe it is school policy that is in need of revamping with students, teachers, parents, and community

members providing input to school policy (Pinnell, 1985), and then disseminating and publicizing it. By informing students of what is expected of them in terms of conduct and discipline in the schools and making them aware of the consequences of their actions, Clegg (1984) believed there would be more positive results. Deighton (1971) reiterated this fact by stating that the better a policy is understood by all, the more likely it would be followed.

The consequences of disciplinary infractions were also viewed as contributing to the problem. Chernow and Chernow (1981) believed that out-of-school suspension should be abolished and in-school suspension initiated. By suspending a borderline student, the school sends a powerful message: You do not belong here. There is a feeling of rejection, which these students experience, and as long as it continues, students dropping out will continue (Wheelock, 1986). By keeping a student in school, even though isolated from their peers, they are not being denied the opportunity to stay current with the classwork, thus improving their prospects for success academically. After-school detention and Saturday school are also looked to as viable alternatives to out-of-school suspension.

Wayson et al. (1982) believed that parent interest and concern need to be revitalized in order to help modify their youngsters' behavior. Parents who have input into school

of the school and, it is hoped, will then be more supportive.

Corporal punishment, though banned by 22 states, is still considered a solution, though a poor one, to today's discipline dilemma, especially in the south where the ethic of "spare the rod and spoil the child" is widely held (Pross, 1988). Though still permitted in the State of Florida, Alachua County has disallowed it effective as of the 1989 school year.

Some see students themselves as the cause of discipline problems: They are not obedient or responsible individuals. Packaged discipline programs provide two approaches to rectify this problem: the obedience model and the responsibility model. The obedience model is based on the principle that the teacher is the person in charge and the student must obey. If he does not do so, he will be punished. The responsibility model, however, requires more than teaching children to be obedient. Its goal is to teach students to make responsible choices by learning from the outcomes of their decisions. When a student misbehaves, he is guided to look within himself to the causes of the misbehavior, how his behavior has affected him (and others), what alternatives that would fit within the rules are available for resolving the problem should he be in a similar situation, and the power to make the correct choice.

Solution Components

Given the plethora of possible solutions to the discipline problem, there existed some constraining factors that would prevent the implementation of certain solutions at Hawthorne High School. Corporal punishment had been banned by the school board in 1989 and after-school detention had been terminated at Hawthorne High in 1989 due to the fact that parents refused to pick up their children from school. Although teachers, administrators, and parents all wanted in-school suspension to be implemented, budgetary constraints had again postponed it for the current school year. It was only recently that the idea of Saturday school had come about, but, again, financial constraints prevented its implementation at Hawthorne High School.

Of the packaged discipline programs on the market, the one espoused by the author was the responsibility model due to its consistency with current pedagogical theory involving critical thinking skills (Curwin & Mendler, 1988). The obedience model requires no thinking on the part of the student, but the responsibility model forces the student to think about his behavior and alternatives. In keeping with this model, a "time-out room" is suggested by Corbett (1990). A student is sent there after having had several classroom time-out sessions with no success. Free of distractions and separated from his peers, the student must write what she did, the effects the action had on her, the

teacher, her classmates, and the school, what she will do, and her plan for doing it. This becomes a contract among student, teacher, dean, and advisor, which, if violated, results in the student being given a "toleration day." The parent or guardian is contacted, and the student spends the following day at home. At all times, the time-out room is provided to give students an opportunity to reflect on their actions and help them to acknowledge their own responsibility for such actions.

Where punishment concentrates on the past failures of the student, discipline provides a guideline for behavior in the present and in the future. Students need to learn to make appropriate choices for themselves. Denying them this right is insinuating that they are not capable of making their own decisions (Johnson, 1978). It is believed that the burden of correcting a student's behavior rests with the student himself, not with the teacher or the parent. Therefore, schools need to foster order rather than impose it. In doing the latter, students may grudgingly obey the rules, but the school may risk losing students' hearts and minds in the process. Ideally, the object is to get the pupil to learn self-discipline. Furtwengler and Konnert (1982) believed students need to become more responsible for their behavior, and staff members need to be trained in how to accomplish this task. Glasser (1986) believed that control theory is the key to improving schools; meet

students needs and discipline problems will not exist. He believed the concepts of reality therapy would assist in achieving good discipline: Students need to understand what they are doing to cause the disruption (take ownership of the problem), to evaluate how this is affecting them (seeing how this does not meet their needs), and to devise a plan to resolve the problem. The student commits himself by writing the plan, no excuses are accepted for not adhering to the plan, and consequences, not punishment, result from noncompliance. In this manner, through time and consistency, students become aware of the fact that they are responsible for themselves. Hence, although a packaged discipline program would not be purchased by the school, the principles embodied in the responsibility model would be adopted by the dean and would be encouraged for use by teachers, although it was not within the practicum manager's purview to require such a plan be used.

Teacher involvement would be sought in the form of faculty conferences and informal conferences. Duke (1978) wrote that faculties need to have troubleshooting sessions. In so doing, teachers feel a greater sense of worth; their opinions are both valued and important, and they will be more likely to support decisions, which they have made as a group. Wayson et al. (1982) believed that teachers should handle all or most of the everyday discipline problems themselves. This would be accomplished by informing

teachers that the school would adhere to the Level of Infractions in the Code of Student Conduct, i.e., Level I infractions would be handled by the teacher.

Because suspension rates and length of suspensions are linked to dropout rates (Berlowitz & Durand, 1976), the number of suspensions for repeat violators would try to be curtailed by utilizing the responsibility model with students and by getting parents and teachers more involved. However, school board policies might provide some constraining factors because certain infractions required a mandatory response. At the school level, the principal might not be in accord with the dean's recommendations, and the writer would have deferred to his wishes.

Some students leave school due to discipline problems or because they are unable to get along with their teachers (Cipollone, 1986). By the dean holding conferences more frequently with teachers and students, it was hoped that this would be minimized.

A discipline policy would be established, and both county and school policies would be disseminated to teachers and students at the start of the school year.

Pinnell (1985), Deighton (1971), Wayson et al. (1982), and DeEsch (1980) believed that the school needs more involvement by parents and community members in devising school policy. The School Advisory Committee (SAC) would be requested to give their input with regard to a discipline

policy, and parents would be apprised of discipline procedures at the school. Parents would be kept abreast of discipline referrals and their disposition as well as future consequences by telephone call or mail. The parent community of Hawthorne High School was historically underinvolved, and in general, there was a lack of understanding of what teaching responsibility to their youngsters means, both from the home and school perspective. A gentle approach with such parents needed to be used so that they could understand the philosophy and goals of the school in this area. The writer agrees with Wayson et al. (1982) who indicated that whatever practices are adopted, they must be tailored to the individual school.

Although most of the instructional staff does not live in the school community, most of the nonteaching staff does. Virtually all of them have gone through Hawthorne High School themselves, and many have children or other relatives who are in attendance. Sensitivity to this fact was necessary when designing in-service programs for these individuals with respect to discipline goals and would be best accomplished in small groups or individually.

Although there are numerous plans available for handling discipline such as after-school detention, in-school suspension, alternative schools, and Saturday school, none of them was viable for Hawthorne High School. The only alternative available, then, was to work to get a

discipline policy written and implemented, which would satisfy the needs of as many groups as possible and which could be implemented fairly and consistently. The discipline policy published in the student handbook would be updated and ready for distribution the first week of school. The dissemination of the information in the handbook would take place either during a general assembly or during the homeroom period. A philosophy concerning discipline would be drawn up by the faculty and would be included in the teacher handbook and reviewed at a preplanning faculty conference. Parents would be apprised of the changes in the discipline policy during the Open House night at the start of the 1991-1992 school year. Although Hawthorne High School does not have a Parent-Teacher Association (PTA), it does have a School Advisory Committee (SAC) which meets monthly. This would be the primary means of keeping the community abreast of changes in school policy.

Every referral, which was sent to the dean, would be discussed with the teacher as soon as was practicable. This would enhance communication and provide for more harmonious relations between teachers and dean. The two would dialogue about the circumstances surrounding the referral so that a clearer picture would emerge enabling the dean to make a more appropriate disposition. Those students sent to the dean would be required to discuss a "Plan to Resolve a Problem" (see Appendix D). In this way, they would

acknowledge their responsibility in the situation and become part of the solution. Parents would be notified by telephone or mail of every referral so that the school could elicit their support in managing the problem also.

As the general public is not aware of previous infractions of the law committed by an individual, most teachers are not aware of a student discipline record. By sharing with them the considerations when handling a referral, it was hoped that teachers would have a better understanding of the functioning of the dean's office, thus dispelling the notion that discipline was not being dispensed fairly. Additionally, it would provide an opportunity for the teacher to get to know the student better. In getting to know the students better, student needs would be better met, and the number of referrals would decrease.

Discipline, in order to be effective, must be a school-wide effort. Sullivan (1989) believed the principal should have a "take-charge" approach, faculty should be provided with ongoing in-service training in discipline, a caring attitude should be exhibited by staff, parents and teachers should be involved in curriculum design and discipline programs, and students should become involved in creating a positive school climate. Student needs would be met, and they would become a part of the solution.

Utilizing Glasser's Responsibility Training methods to create a more responsible citizen was one of the long-term goals of this project. In recognizing what they have done to cause the problem, how it has effected them and others, and what they can do differently next time, students would have a method to use not only in school, but outside of school as well. They would have internalized the discipline and perhaps look at themselves and their behavior differently. When this occurs, a stronger sense of self and a heightened sense of pride both in self and school would emerge. Consequently, not only would the number of referrals decrease, but the number of suspensions would follow proportionately, and the school stayers would increase.

MARP Outcomes

At the inception of the MARP, the following objectives were proposed.

Terminal Objectives:

1. A review of the referrals for the 1991-1992 school year would reflect a decrease of 25% from the 474 for the 1990-1991 school year.

2. A review of the referrals for the fall 1992 semester would reflect a decrease of 10% in the referrals from the same semester in 1991.

3. The number of suspensions for the 1991-1992 school year would decrease by 10% from the 113 for the 1990-1991 school year.

4. The number of suspensions for the fall 1992 semester would show a decrease of 5% in the referrals from the same semester in 1991.

5. There would be a decrease of 15% in the number of days lost due to suspension in 1991-1992 from 499 the previous year.

6. At least 50% of those high school teachers who respond to a questionnaire regarding discipline would express greater satisfaction with the dean at Hawthorne High School compared to the prior year.

7. For the 1991-1992 school year (as evidenced by the "Action Taken" portion of discipline referrals), prior to their writing a referral on a student, teachers would have made a parent contact intervention in at least 50% of the cases compared to 38% for the 1990-1991 school year.

Process Objectives:

1. A faculty conference would be held in which teachers would be advised of the process used by the dean to determine the disposition of referrals, and a discipline committee would be formed to develop a discipline plan.

2. The dean would discuss each discipline referral with the referring teacher as soon as practicable.

3. Parents would be informed of every discipline referral, whether by telephone or by mailing a copy home.

4. The dean would meet with parents of students who have been referred for two nonsuspendable offenses.

5. Students who are referred for the first time would not only confer with the dean, but would be required to serve lunch reflection, a quiet time that meets the last 10 minutes of the lunch period during which they would complete a plan for solving the problem.

6. Any student who is suspended would be informed that they may request making up work during the suspension period. County policy states that teachers may accept work for unexcused absences at their discretion.

Side Effects:

As with any new program, there were some side effects anticipated. A positive side effect was that student-teacher relations improved as a result of teacher interventions prior to their writing a referral. Students felt more justly treated knowing that they had been warned as to what was expected of them and what the consequences of their actions would be.

Because the dean would have discussion with the students regarding solution of problems, they would be guided in learning to make better choices. It was anticipated that students would carry this procedure with them not only in school but throughout their lives as well. They would also

experience a greater sense of caring knowing that attempts were being made by their teachers, guidance counselor, and the dean to assist them in having a successful high school career. Another effect would be that students would bring more problems to the dean's office as a preventative measure before they had reached dangerous proportions. Because the tools of solving their problems would have come from the students themselves and not from an outside source, students would be given the message that they could manage their own problems, that they were quite capable of handling matters themselves, so their self-concept would improve also.

Parents would become more actively involved in their child's education, and, consequently, the dean and the school would be looked upon more favorably.

Despite the fact that initially teachers could have felt more "put upon" by the dean's office because they would be required to manage their own classroom discipline problems, teachers would feel more satisfied knowing that a student would have lunch reflection as a consequence of his actions rather than just having a conference. It was expected that they would, in the long run, feel more supported by the dean's office, thereby neutralizing any initial negative feelings.

Administration would be faced with fewer reports by parents and teachers who were dissatisfied with the manner

in which the dean functions, students would become more responsible for themselves, and the school would function more smoothly.

Related Goals of the Enterprise:

Managing students from the responsibility training perspective is in keeping with the current emphasis on developing high-order thinking skills in students. Although it may be slow in developing, Hawthorne High School's student body would have been exposed to a different philosophy of managing problems. The punitive measures that were used in the past and the use of external forces to manage their conduct would no longer be a part of the disciplinary process at the high school. Students and their parents would come to realize that the only one responsible for a student's actions is the student himself. The responsibility would return to the student, relieving not only the parent, but the teachers and administration as well, and making the student a more capable young adult in the long run. Students may begin to approach their high school careers from a different perspective as well, and possibly fewer failures would result. With the support of the principal, it was hoped that a greater awareness of discipline would occur with administration, teachers, staff, students, parents, and community members, and that each would experience greater involvement.

Chapter 5

Implementation History

Original Action Plan

The abandonment of corporal punishment, the high number of referrals and suspensions of students from school, the absence of any procedural method of handling discipline, and the relative dissatisfaction of staff with the practicum manager's position as dean obviated the need to introduce procedures and a new philosophy at the high school.

The original action plan was to devise a discipline system that would be more in keeping with the county's recently adopted philosophy of behavior modification rather than the former 'discipline as punishment' mode of thought. It would also reflect current trends in discipline. By involving as many factions as possible in the formulation of the discipline policy from the bus drivers to the students, it was believed that this greater awareness would result in fewer disciplinary infractions and a more consistent method of managing discipline.

Gathering statistical data and presenting the same to faculty would further motivate teachers to reduce the number of referrals they made to the dean by handling more of the discipline problems arising in their own classrooms. Those members of the School Advisory Committee, which includes

administrators, teachers, parents, students, and community members, would also be apprised of the data as they became available.

In-service training for staff and students on the county discipline code and adherence to the suggested responses relative to the different levels of infractions would result in greater consistency. Additionally, increased communication between teacher/student and teacher/parent would result.

Increased parental involvement with the school was felt to be an important aspect in helping to lower the number of discipline problems the students were having. Children would be held accountable for their own behavior, and all staff members would need to work together to encourage student responsibility. Students needed to be taught alternative methods of behavior and problem-solving techniques and rewarded when they were doing the right thing.

A comprehensive plan was carried out for longer than the 18-month implementation period resulting in a more positive attitude towards the management of school discipline, a decrease in the number of referrals, and the start of rewarding students for their improvement.

Chronology of Implementation Activities

In December 1990, the practicum manager distributed a questionnaire to all high school teachers in order to better understand their perceptions regarding ownership of discipline problems and their feelings about the effectiveness of the dean's office. Involving staff in the development of the discipline program would not only make them more apt to adhere to their own decisions, but would also let them know that their input was valuable to the process. When the data were compiled, the practicum manager met with the principal to elicit his assistance and cooperation in realizing the plan. This was essential for the plan because only an administrator may call a faculty meeting. The practicum manager did not have this authority. A faculty meeting was requested of the principal in order to discuss the results of the questionnaire.

The meeting took place on February 1, 1991, a teacher planning day. Because of the hostility expressed towards the dean in the questionnaires and the need to provide faculty with an opportunity to speak freely, it was decided to absent the dean from the meeting. Teachers aired their problems and complaints quite openly, and as a result, a discipline committee consisting of teachers, an administrator, guidance counselor, and the dean was formed. Members of the committee voluntarily accepted the assignment to serve. The principal appointed teachers to substitute

for those committee members who did not have a free period when the meetings were convened. This sent a strong message to the staff by administration that discipline was important enough to him to see the plan through and not let teachers' schedules defer meetings.

During the months of February, March, and April 1991, discipline committee meetings were convened both during and after school hours. It was obvious that staff felt the urgency of the problem because they were willing to sacrifice their own personal time beyond the school day. The outcome of the meetings resulted in establishing a position statement on discipline, a step-by-step procedure for handling discipline referrals, a clarification of the levels of infractions as stated in the Code of Student Conduct, and a communication plan to establish and delineate teacher and dean roles in administering school discipline.

It was determined that all discipline referrals would be discussed by the dean with the referring teacher for purposes of clarification as well as understanding the reasons for its disposition.

In May 1991, the practicum manager collected all statements from the discipline committee meetings and prepared them for typing and duplication for insertion into the teacher handbook for the 1991-1992 school year. The student handbook was revised to reflect changes in school policy resulting from the discipline committee meetings.

In the months of June and July 1991, the practicum manager met with a computer programming specialist at the school board to discuss the preparation of specially tailored reports to assist in providing feedback for the Major Applied Research Project (MARP).

In August 1991, "lunch reflection" was introduced by the practicum manager to Hawthorne High School. Students who were referred for minor infractions were assigned 3 days in lunch reflection. The word "reflection" was used rather than "detention" because it was a time when students were required to reflect on their actions and come up with a plan to resolve their problem. Every student who served lunch reflection was required to complete a "Plan to Resolve a Problem" form (see Appendix D). This served a dual purpose: Students experienced the consequences of their actions and had to acknowledge responsibility for their actions on the form, and teachers derived greater satisfaction knowing that something more than just conferring with the student was accomplished.

During preplanning days in August, a faculty meeting was convened to distribute the new pages on discipline for insertion in the teacher handbook. This provided an opportunity to review the revisions made at the conclusion of the previous school year. Teachers also received in-service training with regard to the writing of referrals. Referrals need to be written in a factual, objective manner.

Comments on referrals such as, "I am tired of this student," or subjective statements such as, "This student must be crazy," were given as examples of things not to include in a referral. Teachers were reminded that referrals become a part of the youngster's file and parents receive a copy of the referral. It was important that they know that discipline referrals are often cited at expulsion hearings. Teachers were apprised of several ways in which they might have been fostering irresponsibility in students either by enabling them to go to lockers after class has begun to retrieve a book, or by providing storage for a student's books instead of requiring the student to be responsible for his own belongings, or by giving a student permission to leave the room for some trivial reason. Use of new "Hall Pass" forms was requested by staff to assist in confirming a student's legitimate absence from class. "Request for Student" forms and a "Clinic Visit Log" form were devised as well to also assist with identifying student location during the school day.

The practicum manager requested a meeting with the principal, assistant principal, and deans to discuss student and faculty parking, boundaries for students during lunchtime, and discipline matters for discussion at the upcoming faculty meeting. The practicum manager was given permission to order signs for the parking area, and she prepared a map of the areas where high school students were

to be permitted during lunch time. These maps along with the "Daily Bulletin" were distributed to each teacher to discuss with the homeroom class. The maps were posted on several doors within the school building. In so doing, boundaries were clearly defined, and students were made aware of what was expected of them.

Dissemination of the discipline policy to students was arranged for the first week of school. First period teachers were to cover Chapter One in the Code of Student Conduct, second period teachers Chapter Two, and third period teachers, Chapter Three, the final chapter. Each of the chapters had been covered in depth with teachers at a faculty meeting with a question/answer period for further clarification. The amendments to the student handbook were highlighted on teacher copies for presentation to the classes as well.

Teachers new to Hawthorne High School had a meeting with the dean which included (a) a position statement (see Appendix F), (b) an explanation of the discipline philosophy (see Appendix G), (c) procedures for writing discipline referrals, (d) the method used for their disposition, (e) an opportunity to ask questions, and (f) an opportunity to establish a good working relationship. In addition to in-service training for the new teachers, they were provided with two forms which they could duplicate as they saw fit. One was the "Plan to Resolve a Problem" form (see Appendix

D), and the other was the "Minor Infractions" form (see Appendix E). The "Plan to Resolve a Problem" form could be used by the teacher within the classroom setting to get the student to focus on the immediate problem. This is a major part of "responsibility training" wherein the student looks at what he is doing to cause himself, his teacher, and/or his classmates a problem. The student is held responsible for his own actions. The "Minor Infractions" form allows for ease of recordkeeping for the student who consistently participates in minor classroom violations. It was suggested that if the "Minor Infractions" form would be utilized for a student he be made aware of it. The student should also be instructed as to the consequences of repeated violations. The form also had space for the teacher to record the interventions that she made thus making it clear both to the dean and the student that efforts were made to assist the youngster in changing behavior. After an accumulation of minor infractions, the teacher could then make a copy of the form and attach it to a referral.

Noninstructional staff was apprised on an individual basis of the discipline philosophy and policy and their roles in carrying out same. This was necessary because secretarial staff, custodians, and health clinic staff could become enablers of irresponsibility by allowing students to use the telephone in nonemergency situations, by covering for a student's tardiness, or by allowing students to enter

the clinic when they should first report to their subject classes.

In October 1991, the practicum manager met with the School Advisory Committee (SAC) to present the revised discipline policy and to request recommendations for changes. Although there was overall acceptance of the policy, when discussing consequences for tardies, parents wanted students suspended from school for 3 days. Parents made it clear that they wanted discipline in their school! However, after discussion regarding the severe consequences of suspension from school, the committee decided that an accumulation of 9 tardies in one semester would result in a one-day out-of-school (OSS) suspension.

After the first report cards were distributed in November, the practicum manager perused them and made a list of 9th-, 10th-, 11th-, and 12th-grade students who had failed classes. This list was shared with the guidance counselor, and the two independently began meeting with students to talk about their grades, to encourage them to do better, to assign a tutor, and, in some cases, to provide advice on alternative forms of education. She also informed those students who had failed mathematics that she was a licensed mathematics teacher and was available to them for tutoring on an as-needed basis. Students who do not experience academic success are more likely to drop out of high school (Conrath, 1986).

During the intervening months until January 1992, the practicum manager continued to meet with teachers as needed to discuss referrals or other matters relative to the discipline policy and the functioning of the dean's office. For those students who had a history of poor attendance, referrals were made to the attendance officer to check on the youngster. In addition to meeting with or speaking with their parents, he would visit the school weekly and confer with the students themselves. The practicum manager met with the president of student government to encourage student participation in the SAC meetings. Two students began to attend the meetings regularly. An analysis of the discipline referrals and suspensions for the fall semester of the 1990-1991 school year was made and compared to the same period of the 1991-1992 school year. These results were discussed with the principal, and the data were presented to the faculty in January 1992. Teachers were commended on their reduction in the number of referrals.

At the conclusion of the fall 1991 semester, the tardy list was inspected, and students who had no unexcused tardies for the entire first semester were awarded and rewarded at a ceremony held in the media center with a certificate of appreciation (see Appendix H) and brownies homebaked by the practicum manager. It was interesting to hear students who did not meet the criteria for invitation mention later on in the day that they heard the dean's

brownies were good and that they would like to have some, too.

At semester end, the practicum manager again went through the report cards and met with the guidance counselor to discuss those students who had one or more failures. A list was prepared and, with the help of the school counselor, student peer counselors were paired with several of those from the list. Additionally, a student intern was assigned to the guidance counselor for the spring 1992 semester. The intern began an anger-management group from a list of names provided jointly by the dean and counselor. It was hoped that by addressing the issue of anger, students would better learn how to manage it and not get referred for expressing it in inappropriate ways.

In May 1992, with the principal's permission, the practicum manager set up a department chair meeting with a representative from IBM to inspire greater involvement of classes with the computers. Use of computers by students helps increase their self esteem (Roblyer, Castine, & King, 1988). The meeting resulted in the department chairs learning that all teachers would receive in-service training in the new computer lab.

Although bus drivers reported to a county transportation supervisor, they followed the same procedures as teachers with regard to problems on the bus. At the first encounter, they were to speak with the student;

secondly, they were to notify the parent, and then if it became necessary, they would refer the student to the school dean. Students were informed that their first bus referral would result in a 3-day suspension off the bus; their second, a 5-day suspension; and their third, a 10-day suspension with the possibility of being recommended for permanent suspension off the bus for the duration of the school year.

The practicum manager requested permission of the principal to have a "Bus Driver Appreciation Day." It was felt that by honoring the bus drivers with a continental breakfast along with a certificate of appreciation (see Appendix I), morale of the bus drivers would improve, and they would continue to foster responsibility in their charges. Each bus driver was asked to nominate a middle and high school student whose behavior on the bus had improved over the past year. They, too, were invited to a continental breakfast. Those who participated expressed their gratitude for being recognized and appreciated.

From March through June 1992, the practicum manager provided informal in-service training in discipline matters for those teachers who requested it and for those who demonstrated by their referrals that they required it.

Data were collected throughout the school year and analyzed and prepared for future presentation to the faculty at the commencement of the 1992-1993 school year.

Informal meetings were held with teachers to discuss any changes or modifications for consideration for the following school year.

A suggestion for giving rewards to those students who had no unexcused tardies for the entire school year was brought up at the SAC meeting. It was supported wholeheartedly by those in attendance, and three members made a personal commitment to fund the awards if funding was not made available by the school. Because school funds were not committed to this project, the SAC members kept true to their word, and at the end of the school year, 19 students received t-shirts for their on-time record. The practicum manager also designed and made certificates of accomplishment for presentation to those students (see Appendix J).

In June and July 1992, the practicum manager made preliminary revisions in the student handbook. In light of the results of the 1991-1992 school year, an orientation program for incoming ninth graders was planned to include discussion of the policies new to the Code of Student Conduct.

During the month of August 1992, student and teacher handbooks were updated. The practicum manager met with the principal to plan ways to manage specific problems, which occurred during the 1991-1992 school year, and to set goals for the new school year.

The practicum manager compiled the results of the previous semester's referrals and suspensions and reported to the faculty with the intention of lowering the number even further in the new school year. During teacher preplanning days, a faculty meeting was convened to distribute any additions/deletions or insertions on discipline in the teacher handbook.

Teachers new to the high school staff at Hawthorne met with the dean for an explanation of the discipline philosophy and the procedures for the writing and disposition of discipline referrals. They were provided with a packet of materials including forms for their use along with the student handbook.

Due to transportation problems, an orientation program for incoming ninth graders to be held before the actual start of the student school year was not possible. Instead, the guidance, occupational specialist, and dean went to each classroom and discussed credits required for graduation, the changes that were made to the Code of Student Conduct, including the new policy on sexual harassment, and career opportunities.

Noninstructional staff was informed on an individual basis regarding changes for the new school year. In September 1992 shortly after the start of the new school year, the principal informed the practicum manager that monies had become available to hire a student support

services aide to be in charge of an in-school suspension (ISS) program. The practicum manager was given the privilege of assisting in the hiring of the individual and of developing and overseeing the program. Forms were developed and rules formulated for the implementation of ISS, and the teacher handbook was updated to include rules governing ISS. In late September 1992, the program went into effect, thus making an alternative to out-of-school suspension (OSS) available to both the middle and high school students.

Due to the large number of suspensions countywide, the superintendent expressed the need for schools to reduce the number of out-of-school suspensions. With the advent of the ISS program, Hawthorne High School was able to decrease significantly the number of out-of-school suspensions.

Also in September, parents of at-risk students were telephoned to be personally invited to meet with the practicum manager during Open School Night. The evening was scheduled as a back-to-school night with parents following their children's schedules for 10-minute classes. Although the number of visitors to the dean was limited, many more parents of at-risk students attended the Open School Night to meet with their youngsters' teachers.

During the month of October, the practicum manager requested a parent orientation night be held some time during the spring 1993 semester. The program was sanctioned

by the principal and would be jointly sponsored by the guidance counselor and dean in April 1993. A meeting was sought by the dean with teachers of ninth-grade students who had exhibited academic and/or attendance problems while in the eighth grade. This resulted in having several conferences, which included the parent, teachers, students, and dean. During the month, a faculty meeting was requested by the practicum manager to address problems and concerns regarding the newly instituted ISS program. At the meeting, teacher queries were responded to, and clarifications were made where necessary. Suggestions were accepted, and some of them were implemented. The overall response from teachers regarding ISS was favorable.

From October 1992 through January 1993, the practicum manager attended the monthly School Advisory Council meetings to update parents and community members on what was occurring at the school and to participate in the School Improvement Plan. She also met with ninth-grade students who had exhibited either academic and/or attendance problems while in the eighth grade at Hawthorne Middle School to ascertain their needs and to advise them of the opportunities for success available to them. After perusing the report cards for the first quarter, the practicum manager wrote a personal note to every ninth-grade student praising an achievement and pointing out an area for improvement.

At the conclusion of the fall semester (January 1993), the discipline referrals and suspensions for that semester were compared to that same time frame from the previous school year. The results were discussed with the principal and plans were made for presentation of the data to the faculty in mid-February.

The original questionnaire distributed to high school teachers at the beginning of the MARP was amended to include a question regarding the new ISS program. It was administered a second time to ascertain the change in attitude towards the functioning of the dean's office.

Summary of Accomplishments

The major activities originally planned were executed along with numerous other endeavors as well. The practicum manager thought it was necessary to have more one-on-one contact with students (ninth graders in particular) at times other than when a discipline referral was being acted upon. She conferred with every ninth-grade student who had failed one or more subjects in the eighth grade and tutored at least 10 students from September 1992 through the end of January 1993.

Five of the six process objectives were performed as originally planned. The one, which was unmet, that the dean would meet with parents of students who have been referred for two nonsuspendable offenses, was dependent upon parental

cooperation, a factor that was not within the sphere of the practicum manager's control. Although not accomplished in every instance, it was attempted in each instance.

The practicum process flowed smoothly, and although it was implemented for an 18-month period, a nonviolent philosophy was introduced by the practicum manager at the start of her career at Hawthorne High School in the 1989-1990 school year.

The unexpected initiation of an in-school suspension program impacted the number of out-of-school suspensions recorded for the fall 1992 semester.

Teachers were educated in the limitations placed upon the dean in disposing of referrals, communication between dean and teacher was amplified, and relationships improved. Consequences were meted out with greater consistency, and discipline was returned to where it originated--in the classroom.

Beginning teachers received personal attention, guidance, and support, and the practicum manager will become a participant in the beginning-teacher program directed by the school principal in the future.

A long-term goal of the MARP is to involve as many people as possible in the education process, which includes discipline, so that youngsters can learn to manage their problems in a peaceful manner. Greater communication among all those who touch the lives of students teaches students

that they are loved and genuinely cared for. What greater gift could we give young people?

Chapter 6

Evaluation of Results and Process

Practicum Outcomes and Processes Used in Achieving Them

Terminal Objective 1. A review of the referrals for the 1991-1992 school year would reflect a decrease of 25% from the 474 for the 1990-1991 school year.

A study of the referrals reported for the 1991-1992 school year showed there were 380 referrals, or 94 fewer referrals than the previous year. Although the objective as originally stated was not achieved, a decrease of 20% (rather than 25%) was realized and is still considered significant. Moreover, when an analysis of the total number of referrals from 1989 through 1992 is made, Table 6 illustrates the decrease in the total number of referrals from 705 in 1989 to 380 in 1992, a total decrease of 42%.

Terminal Objective 2. A review of the referrals for the fall 1992 semester would reflect a decrease of 10% of the referrals from the same semester in 1991.

An analysis of the referrals for the fall 1992 semester revealed 162 referrals compared to 153 in the fall 1991 semester, an increase of 9 referrals. The objective was not accomplished.

Although most categories of referrals either remained the same or showed little change, the largest increase in

Table 6

Referrals by Type, Grades 9-12, 1989 through 1992

	1988 - 1989				1989 - 1990				1990-1991				1991-1992			
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12
Fighting, attacking, defiant	33	28	14	8	31	31	25	9	28	19	6	1	20	9	8	3
Abusive language	4	2	5	7	7	15	12	9	18	10	6	4	6	11	6	5
Defiant; failure to observe class rules, teachers, or staff	124	174	91	59	80	118	88	31	89	83	14	16	68	60	32	29
Skipping	3	6	4	3	6	18	17	9	16	14	6	6	14	6	4	3
Tardy	14	29	18	34	23	39	28	13	54	20	12	10	25	5	10	9
Theft	3	4	--	2	--	--	--	--	1	1	--	--	3	3	1	--
Smoking, tobacco	1	1	1	2	--	3	2	1	8	4	1	--	4	3	1	--
Pot, alcohol, prohibitive substance	--	1	1	2	--	1	2	1	--	1	--	--	4	3	--	--
Weapons	1	2	1	--	--	5	1	2	3	--	1	1	--	2	--	--
Extortion	--	--	--	--	--	--	--	--	--	--	--	--	1	3	--	1
Vandalism	--	--	--	1	--	--	1	--	1	--	--	2	--	--	--	--
Assault/battery	2	--	1	--	--	--	--	--	--	1	--	--	--	--	--	--
Sex violation	2	2	--	--	--	--	--	--	--	1	--	1	--	--	--	--
Serious breach of conduct	--	--	--	--	--	--	--	--	--	--	--	1	1	--	1	--
Unsafe act/action	--	--	--	--	--	--	--	--	--	--	--	1	--	2	--	--
Other	4	7	1	3	4	3	5	4	4	4	2	3	2	5	6	1
Totals	191	256	137	121	151	233	181	79	222	158	48	46	148	112	69	51
		705				644				474				380		

discipline referrals was for "student-initiated" problems. Students skipping classes is student initiated, and this category increased from 6 to 16 referrals. Skipping class necessitates the dean's writing a referral according to the Code of Student Conduct.

The type of referral where classroom management has the greatest impact, "defiant; failure to observe class rules, teachers, or staff," decreased from 77 to 72. This category greatly reflects a teacher's classroom management skills. By increasing the number of parent contacts they have made, teachers have been able to decrease the number of referrals they have written. This additional effort on the part of the teacher reveals their proactive stance towards discipline.

A further analysis of the types of referrals for the two semesters (see Table 7) shows high school students as a group having approximately the same number of referrals in most categories for fall 1991 compared to fall 1992, but a decrease in the total number of referrals for ninth graders from 71 to 55 for that same time period. An explanation for this drop in total referrals for this particular group of ninth graders may be that they were the first class of ninth graders to experience the practicum manager as the only high school dean since they were sixth graders when she arrived at Hawthorne in 1989. Every effort was made to get to know

Table 7

Comparison of Referrals between Fall 1991 and Fall 1992 Semesters

	Fall 1991					Fall 1992				
	9	10	11	12	Total	9	10	11	12	Total
Fighting, attacking, defiant	7	6	4	1	18	7	4	1	6	18
Abusive language	7	6	3	1	17	2	4	--	1	7
Defiant; failure to observe class rules, teachers, or staff	39	11	17	10	77	25	20	21	6	72
Skipping	3	--	3	--	6	2	9	3	2	16
Tardy	9	6	5	2	22	9	6	7	3	25
Theft	--	--	--	--	--	--	--	--	--	--
Smoking, tobacco	--	--	1	--	1	1	--	1	--	2
Pot, alcohol, prohibitive substance	--	--	--	--	--	1	--	--	--	1
Weapons	2	--	1	--	3	2	3	--	--	5
Extortion	--	--	--	--	--	--	--	--	--	--
Vandalism	--	--	--	--	--	--	--	--	--	--
Assault/battery	--	--	--	--	--	--	1	--	--	1
Sex violation	--	1	--	--	1	--	1	--	--	1
Serious breach of conduct	--	--	--	--	--	--	--	--	--	--
Unsafe act/action	4	3	1	--	8	3	5	3	--	11
Sexual Harassment*	--	--	--	--	--	3	--	--	--	3
Other	--	--	--	--	--	--	--	--	--	--
Totals	71	33	35	14	153	55	53	36	18	162

*new category added 1992-1993 school year

the youngsters as they progressed through middle school and into high school, and the dean chaperoned the annual field trip for these youngsters when they were in the eighth grade. More attention was paid to this particular class by teachers and the dean, possibly accounting for the decrease in the number of discipline problems experienced overall. After having achieved such significant decreases in the number of referrals over the past 4 years, there appears to be a leveling off.

Terminal Objective 3. The number of suspensions for the 1991-1992 school year would decrease by 10% from the 113 for the previous school year.

Upon analysis of the suspensions for 1991-1992 compared to 1990-1991, there was an increase of 56 suspensions, or

Table 8

Comparison of Suspensions for 1990-1991 and 1991-1992

		Grade					
Year		9th	10th	11th	12th	Total	Days Lost
1990-1991	N =	52	37	13	11	113	499
1991-1992	N =	84	37	25	23	169	558

50% (see Table 8). A closer look at the suspensions by type for 1992 (see Table 9) reveals that 46 of the 56 suspensions

Table 9

Suspensions by Type, Grades 9-12, 1992

Grade	9	10	11	12	Total
Fighting, attacking, defiant	16	4	3	--	23
Abusive language	11	6	3	2	22
Defiant; failure to observe class rules, or staff	16	8	8	4	36
Skipping	2	2	3	1	8
Tardy	18	10	7	11	46
Theft	6	1	--	--	7
Smoking, tobacco	3	--	--	--	3
Pot, alcohol, prohibitive substance	2	1	1	--	4
Weapons	4	--	--	2	6
Extortion	--	--	--	--	--
Vandalism	--	--	--	--	--
Assault/battery	--	--	--	--	--
Sex violation	1	1	--	--	2
Serious breach of conduct	2	--	--	--	2
Unsafe act/action	3	4	--	3	10
Totals	84	37	25	23	169

were due to tardies, a result of the new policy of suspending a student after he/she received nine tardies. With this factored in, there was an increase of 10 suspensions. Additionally, the principal stated at the start of the 1991-1992 school year, that any student who used abusive language, whether that language was directed at another student, a staff member, or otherwise, would be suspended for a period of 3 days. Prior to this time, the circumstances of the situation determined whether or not the youngster was suspended. The new policy statement provided

a certain amount of consistency, and 20 students had been suspended for its violation. Moreover, there were six students who had been suspended four or more times. In a school the size of Hawthorne, the statistics increase quickly with each singular case. When these factors are considered, the failure to meet this objective is easier to comprehend. The 1993 Florida legislature found that there was an alarming increase in the number of suspensions statewide (Walsh, 1993), so it is not surprising to find that Hawthorne High School had experienced an increase.

Terminal Objective 4. The number of suspensions for the fall 1992 semester would show a decrease of 5% in the referrals from the same semester in 1991.

When originally stated, the type of suspension referred to was out-of-school suspension. An analysis of the out-of-school suspensions for fall 1991 and fall 1992 shows a decrease from 72 to 15, or a 79% reduction. This is a direct result of the introduction of the ISS program instituted approximately 5 weeks into the 1992-1993 school year. The objective was achieved, and the case for instituting in-school suspension is clearly proven.

Terminal Objective 5. There would be a decrease of 15% in the number of days lost due to suspension in 1991-1992 from 499 the previous year.

A study of the results indicated that there were 558 days lost due to suspension, an increase of 59 days, or

12%. Again, 46 of those 59 additional days were a direct result of the suspending-for-tardies policy instituted that year. As stated above regarding Terminal Objective 3, the six students who had incurred four or more suspensions also inflated the number of days lost to suspension. Those six students alone accounted for a total loss of 145 days. Of those original six, two remain at Hawthorne High School, and one was placed in the Exceptional Student Education (ESE) Program. This objective was not achieved.

Terminal Objective 6. At least 50% of those high school teachers who respond to a questionnaire regarding discipline would express greater satisfaction with the dean at Hawthorne High School compared to the prior year.

Results of the follow-up questionnaire (see Appendix K) showed an increase in satisfaction with the operations of the dean's office. In the pre-MARP and post-MARP questionnaires, questions 1, 2, and 3 were relative to satisfaction with the dean's office. In each instance, the post-MARP results show more than 50% of the teachers expressed satisfaction with: (a) the way discipline referrals were handled (55.6%), (b) the consistency in the handling of referrals (50.0%), and (c) the support given by the dean (77.8%) (see Figures 1, 2, and 3). The objective was achieved.

The practicum manager believes that this rise in satisfaction is due to a number of factors. The dean has

1. Are you satisfied with the way discipline referrals for HIGH SCHOOL students are being handled?

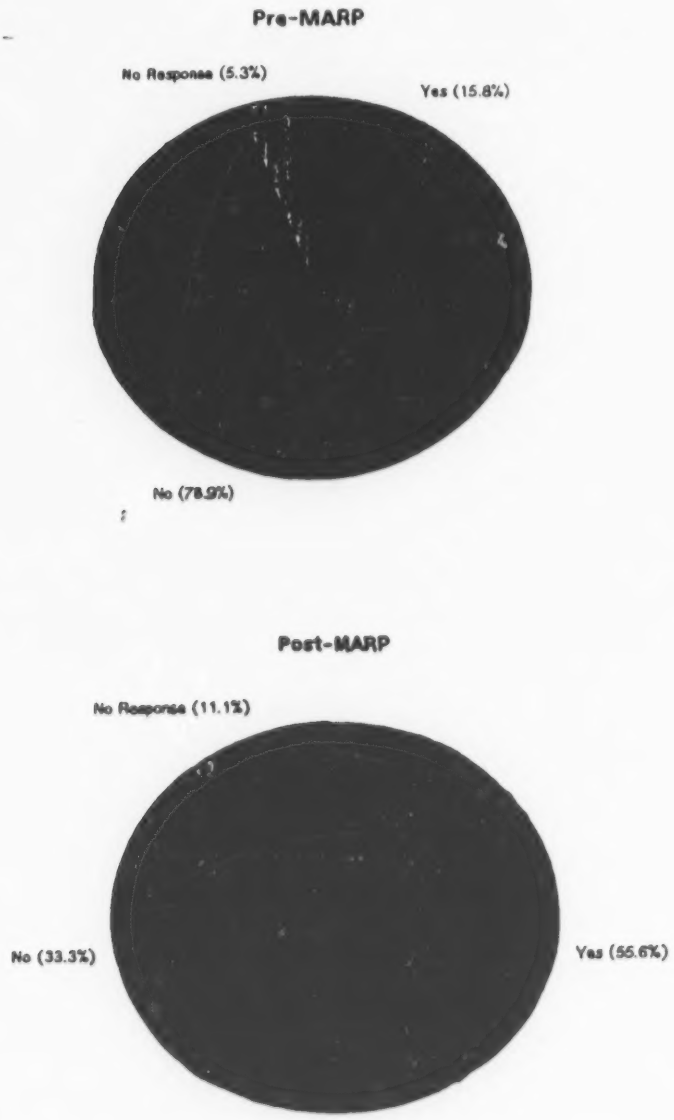

Figure 1. Pre- and post-MARP results for question 1 of teacher questionnaire.

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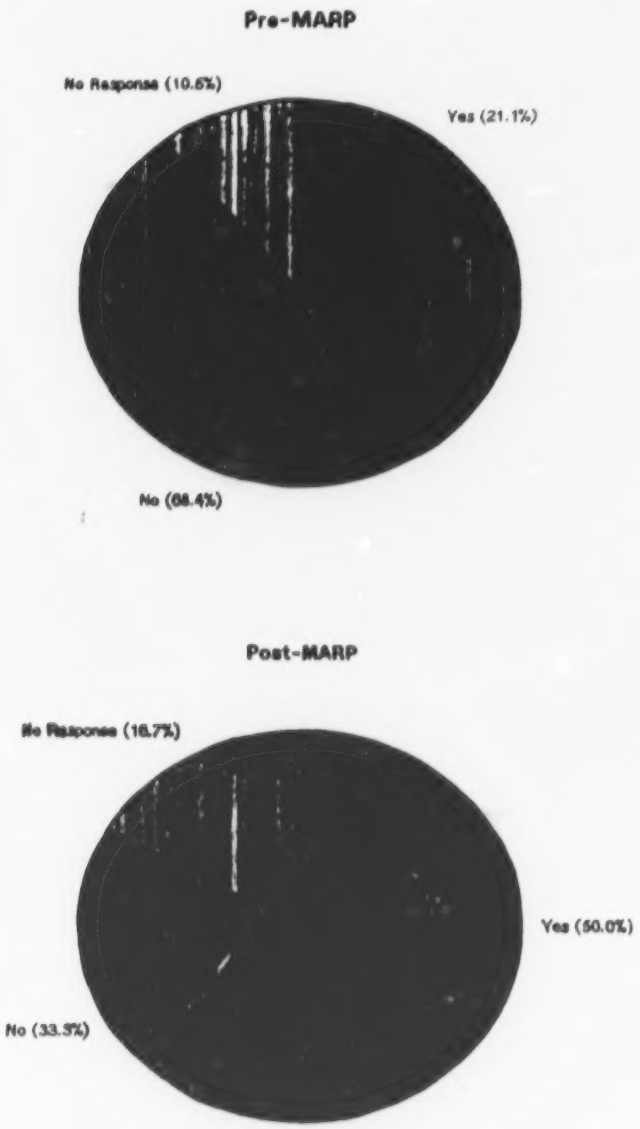
2. Do you feel that there is <u>consistency</u> in the handling of discipline referrals?



<u>Figure 2</u>. Pre- and post-MARP results for question 2 of teacher questionnaire.

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11. Do you generally feel supported by the dean's office?

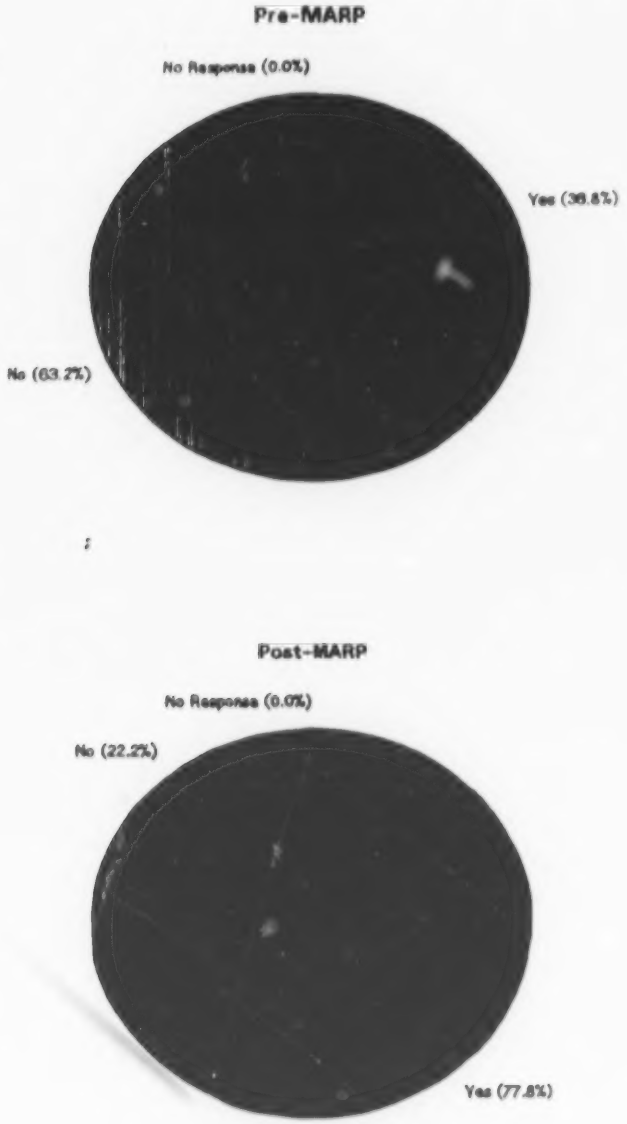

Figure 3. Pre- and post-MARP results for question 11 of teacher questionnaire.

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conferred with teachers about every referral, and she has informed teachers about the reasons for disposition of certain referrals. Staff members had been congratulated by the dean in faculty meetings for their efforts in reducing the number of referrals written and had been rewarded with bagels and accompaniments. The dean's involvement with staff in the discipline committee meetings also added to more positive relations and to a better understanding of the functioning of the dean's office.

Terminal Objective 7. For the 1991-1992 school year, (as evidenced by the "Action Taken" portion of discipline referrals), prior to their writing a referral on a student, teachers would have made a parent contact intervention in at least 50% of the cases compared to 38% for the 1990-1991 school year.

Except in those instances where a student was involved in a Level IV infraction, which mandates suspension from school, 65% of the referrals made by teachers indicated that they had made an intervention. Additionally, the intervention included contact with the parent in 62% of the instances.

This greater involvement with parents by teachers creates an awareness on the part of parents that the teacher is attempting to do his/her part with respect to assisting the youngsters. It also gives parents an opportunity to discuss the matter with their child in hopes of rectifying

the situation, thus eliminating the need to be referred to the dean. In this manner, teacher accountability is handled, and students recognize that their teachers want to help them avoid problems.

Reflections on the Solution Strategy

Discipline has been one of the major problems in education for more than 20 years and will probably stay in the forefront for some time to come. The United States governors in conjunction with President Bush in America 2000 (U.S. Department of Education, 1991), recognizing the importance of having schools that are free of drugs and violence and are disciplined to produce an environment that is conducive to learning, made this one of the six national goals for education.

We, at the school level, must make a commitment to further these goals in our own community schools. The research literature looks to teacher and adult behavior, school policy, and the students themselves as possible causes of discipline problems.

Historically, our view towards school discipline has evolved from one of punishment of inherently "sinful" children, to proportionate punishment, reformatory punishment, and now to prevention. Our schools must look to more preventive ways to head off discipline problems before they begin. The adage, "An ounce of prevention is worth a pound of cure," holds true in the discipline arena. More

affirmative measures are needed to help today's youth establish a better sense of self.

It is doubtful that there is one single cause for discipline problems in the schools. The intent of the practicum manager was to attack discipline from the perspective that every possible source of poor discipline needed to be looked at and improved upon. Teachers needed to become familiar with school rules and the disciplinary process. They needed to take more responsibility for what was going on in each of their own classrooms by taking the first step in the discipline process. The school had to get greater involvement from students, teachers, parents, and community members in developing policies. Shoring up support from as many groups as possible was seen as a way to enhance the disciplinary measures that were devised. All groups needed to "buy into" the process. Students needed to become informed citizens with respect to school policy and the consequences attached to its not being followed. A better informed student would more likely follow the rules. Students had to take responsibility for their own behavior. Accountability does not begin nor end with the teacher, but encompasses administrators, students, parents, bus drivers, and all staff members including custodial and secretarial. The larger the number of individuals involved in the discipline process, the greater the chance of success.

With the advent of in-school suspension at Hawthorne High School, out-of-school suspensions were reduced significantly. Although viewed by the practicum manager as an alternative to out-of-school suspension, it is not seen as a replacement for out-of-school suspension in all cases. Contrary to Chernow and Chernow's (1981) belief that out-of-school suspension should be done away with entirely, the practicum manager tends to agree with Cass (1986) that suspension has its place in the disciplinary arena. It generates the message that certain behaviors will not be tolerated in school. Because suspension exists in the "real" world outside the "womb" of the school, an analogous situation must also exist within the schools.

The six goals of education for the nation has had a trickle-down effect for each of the States. In Florida, as across the nation, districts and schools are involving themselves in school improvement plans within which each of the goals is being addressed.

Although not every terminal objective was met, a new awareness of discipline was evident at Hawthorne High School, and parents, students, administrators, teaching and nonteaching staff, and community members were pulled into the process.

The program could possibly achieve greater success if a newsletter were prepared and mailed. Expecting high school students to bring home notices to their parents is not

realistic. Additionally, if regular staff meetings could have been convened on a monthly basis for purposes of review, exchange of ideas, and modification, perhaps more could have been accomplished. Feedback should be given more frequently as a preventive measure.

Implications of Outcomes and Processes

A society without rules is chaos, and a school without discipline is chaos. Discipline is an essential component of learning, for without it, learning cannot take place. Although discipline is cited as one of the major problems in the public schools, the solutions chosen by approximately 64% of those Americans polled are those which include teacher instruction on dealing with problem children and parent classes for those with problem children (Koerner, 1986). Alternative schools are favored by only 21% of the public.

The many discipline packages available to those in the field of education attest to the fact that discipline problems are ever present and ever increasing and are still in the forefront of education. Yet, despite this fact, there is no "magical" discipline program on the market, no "one size fits all" program that will work in every school. Current thinking by teachers is that counselors and administrators should be the ones to stop the consistently disruptive student. The "10-minute miracle" does not exist in the world of disciplining a student; deans and counselors

cannot perform miracles. There must be a discipline program that addresses the needs of students in terms of classroom satisfaction, thereby making it necessary for teachers to become involved. "Restructuring schools" has recently become a key phrase in the field of education. Glasser (1986) believed that if schools are restructured so that they are more satisfying, more students and more teachers would experience less frustration.

In approaching the discipline process, it has become apparent to the writer that discipline problems generally originate with the teacher's attitude towards students and the subject matter. A caring, respectful, well-organized teacher generally experiences few discipline problems in the classroom.

As a result of this, it would appear that, in order for a school to have good discipline, teachers need to be better trained about managing their own classrooms and subject matter. But teachers are people, too, and the attitude that one may have to change meets with much resistance.

The practicum manager, even as dean of discipline, does not have the power to require teachers to receive training in better methods of discipline. She does, however, have the power to send "Happy Grams" to students praising their athletic or musical talents, their improved grades, or some other noteworthy item. It was amazing to hear students request that the dean send them a "Happy Gram" about an

accomplishment, which the student was proud to point out. Notes of appreciation for those students who follow the rules or certificates of appreciation for those who have gone through an entire semester with no unexcused tardies go a long way in eliciting the cooperation of students.

Students like to be noticed when they are doing something right, and the more we as educators recognize this and put it into practice, the greater our results will be. Inspiring, motivating, and recognizing young people go a long way, but changing attitudes takes effort by students, teachers, administrators, secretaries, lunchroom staff, parent booster club members, custodians, and the local community.

The ideas contained within this MARP can be easily utilized by a school of any size. But a philosophy of discipline must be adopted by the entire school and must originate and be supported by administration because the principal sets the tone for the school.

In the long term, a goal of the MARP was to introduce a different philosophy towards discipline from one of punitive measures to one of modifying behavior. It had a good beginning, and although some of the terminal objectives were not achieved as originally stated, overall there was a significant change in the attitude towards discipline by all groups involved in the educational process. The number of discipline referrals decreased, students became more

responsible for their behaviors, and greater lines of communication were opened among teachers and dean, students, parents, and administration. An evaluation process was put in place and became a means of getting more people involved in the discipline process.

In order to achieve continued success, more effective awards or rewards need to be given to students so that they will be successful, interested, and involved. In so doing, students will experience a greater sense of pride in themselves and will strive to exceed their own personal goals.

Chapter 7

Decisions On Future Of Intervention

Maintain, Modify, Abandon?

Many of the activities carried out by the practicum manager need to be maintained because discipline is an ongoing process, for students, parents, teachers, and administrators. As presented in the literature, it has been in the forefront of education for more than 2 decades. Consequences of actions need to be modified according to what becomes available, as was the case with the inception of in-school suspension. Whenever an opportunity for counseling presents itself, the dean and guidance counselor in conjunction with the school health clinic will convene for purposes of choosing those students most in need.

Anger management must continue to be a part of the counseling process between the student and the dean for those students demonstrating a need for it. A close relationship must exist between the dean and the guidance counselor, and appropriate referrals must be made.

In-school suspension statistics will need to be analyzed and modifications in the ISS program made where necessary. Is ISS effective? What changes could be made to increase its effectiveness? Should it be expanded to

include Saturday school, should funds become available, or should it be abandoned altogether?

Improving communication among all parties from administration to student is imperative if any additional improvements are to be made. Increasing parental involvement could only enhance the discipline program in effect.

Additional Applications

In addition to continuing the activities of the past 2 years, the practicum manager plans to give more awards and rewards to an increasing number of students. Students from the Hawthorne community generally have a low sense of self-esteem. Some ways of helping boost this self-esteem is to communicate positive messages to students. This may be accomplished by sending "Happy Grams" to students for something noteworthy, which they have done, such as having been chosen to play in the All-State Music Festival, getting on the A-B honor roll, or making significant improvement in their grades or behavior. Several parents have commented to the practicum manager that they appreciate their youngster having received a personalized note from the dean. This has been shown to be effective when meeting with parents for a conference regarding disciplinary matters.

She has requested monies of the School Advisory Council (SAC) for a laser printer to be able to design her own certificates for distribution to students and for t-shirts

to award to students at the end of the year for having no unexcused tardies or for having some type of significant accomplishment. A plaque with engraved plates will be requested to acknowledge the "Student of the Month" for the 1993-1994 school year. A "Welcome Back Students" banner to be draped over the school entrance at the start of the new school year has been requested of the SAC.

Effective March 1, 1993, Hawthorne High School will have a mental health counselor available one day a week. The dean and guidance counselor together have made 12 student recommendations to be considered for these services.

Greater student involvement will be attempted in order to make them feel more "ownership" of their school. One way in which it is hoped that this could be achieved is by having computer students prepare graphs showing total referrals for the past 4 years and referrals in the different categories for each of the current grades. Perhaps this will also stimulate a healthy sense of competition for the classes to reduce their referrals. Another activity, which will be proposed to the principal, is to have students involved in making the morning announcements via the closed-circuit television system. A training program could be provided for interested students.

By introducing some of these ideas, it is believed that students will have a stronger feeling of pride for their school and school will become a happier place for them.

Dissemination of Information About Benefits

The results of the activities contained in this MARP will continue to be shared with the principal and faculty at Hawthorne High School and will be presented to the School Advisory Council. Given the present financial situation in education, it is believed that ideas, supplies and/or funds for future projects will be made possible through the Council. With permission, results will also be shared with the deans in the county at one of the monthly deans' meetings.

Recommendations

If the MARP were to begin anew, the practicum manager would have set more realistic, achievable goals. Though not all the percentages of the goals were met, the intent of most of the goals were achieved.

It is recommended that faculty meetings take place on a more regular basis so that high school teachers will have the opportunity to share more information and ideas; consequently, they would feel more "connected" to the school. Too often teachers are unaware of the many limitations placed on deans in the area of discipline, and if they were made privy to this information, they would have a better understanding of the manner in which cases are disposed. The staff should conduct an annual review of the methods and procedures for handling discipline referrals. Their input is invaluable in assisting in the smooth

functioning of the school, and their support is necessary for maintaining discipline. Just as students enjoy receiving something as simple as a "Happy Gram," teachers need to be recognized by administration for a job well done.

Outside resources should be utilized by the school in the area of discipline because, although deans possess a wealth of information, when they present to the remainder of the faculty, they are not well received. Part of that may be attributable to the fact that, in Alachua County, deans are not administrators, and they do not wield the power of an administrator.

Above all, when considering a discipline program, one must be careful not to purchase a discipline package. As every biological family has its own unique challenges and inner dynamics, so, too, each school has its own systemic challenges. This fact cannot be forgotten when contemplating discipline problems. There is no "10-minute miracle" when it comes to discipline.

The complexities of working with a school staff proved to be a challenge to the practicum writer and have contributed to her personal growth. Learning how to get along with difficult people has been most helpful when attempting to get ideas implemented, and getting ideas out to a diverse group of school-related people improves the odds of eliciting greater support.

The practicum writer has made a commitment to continue to improve the discipline by attempting to increase the rewards given to students.

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Appendixes

APPENDIX A
Referral Form

ESE Program ___

Regular Program___

School Board of Alachua County
Student Support Services
Referral Form

TO: [ ] GUIDANCE
[ ] DEAN
[ ] ADMINISTRATION Date_____ Time_____

Student _____ Room # _____ Grade_____
(Last Name) (First Name) (MI)

Referred by _____

REASON_____

_____

Previous Teacher Action:

[ ] Reprimand
[ ] Teacher/Student Conf.
[ ] Detention Hall
[ ] Team Conference
[ ] Behavior Contract
[ ] Parent Contacted
[ ] Parent Conference
[ ] Referred to Guid.
[ ] Referred to Admin.

[ ] Other: _____

Action Taken:
[ ] Reprimand
[ ] Student Conference
[ ] Parent Contacted
[ ] Parent Conference

Date of Action_____
[ ] Referred to Guidance
[ ] Visiting Teacher Contacted
[ ] Work Detail
[ ] Corporal Punishment

[ ] Detentions
[ ] Suspen. (in or out)
[ ] Parent/Teacher Conf.

[ ] Other: _____

_____

_____

[ ] Parent Signature Required

_____
(Signature of Admin./Counselor/Dean

_____
Parent Signature

APPENDIX B
Discipline Questionnaire

QUESTIONNAIRE FOR TEACHERS REGARDING DISCIPLINE

Directions: With the exception of the last question (#18), please mark your answers on the scantron sheet. If no choices are listed, it requires a YES or NO answer. A = Yes B = No

Thank you in advance for your participation.

RESULTS

Yes	No		
3	15	1.	Are you satisfied with the way discipline referrals for HIGH SCHOOL students are being handled?
4	13	2.	Do you feel that there is consistency in the handling of discipline referrals?
14	5	3.	Do you know what constitutes a Level I, II, III, or IV infraction?
16	3	4.	Do you handle most of your disciplinary problems yourself?
		5.	With the exception of major disciplinary infractions (e.g., fighting, violation of weapons/substance abuse policies, etc.), what do you usually do first? a. speak with the student (17) b. call/contact the parent (1) c. send the youngster out in the hall (1) d. write up the youngster and send to the dean (0)
14	5	6.	Do you feel the need for a specific discipline plan for Hawthorne High School?
8	11	7.	Do you feel the need for in-servicing with regard to the present disciplinary procedures?
		8.	When you are dissatisfied with the way matters are being handled by the dean, do you discuss it first with: a. dean (12) b. principal (1) c. assistant principal (1) d. the student (0) e. anyone who will listen (3) another teacher
18	1	9.	Do you feel most discipline matters should first be handled by the teacher?
		10.	How do you feel about the discipline at Hawthorne HS? a. It is too lax (12) b. It is too strict (1) c. It is just about right (1)
7	12	11.	Do you generally feel supported by the dean's office?
4	15	12.	Do you think that the disciplinary procedures in place now are basically satisfactory?

APPENDIX B (cont'd)
Discipline Questionnaire

Yes No

12 | 7 13. Do you think it would be a good idea to have a discipline committee to handle the "difficult" cases?

14. Who do you believe has the PRIMARY responsibility for controlling a student's behavior?
    - a. the dean (1)
    - b. the teacher (6)
    - c. the student (10)
    - d. the parent (3)

17 | 2 15. Have you read the most recent version of the Code of Student Conduct?

16. If you have not read the Code of Student Conduct is it because
    - a. you are not a student so it doesn't apply to you (1)
    - b. you don't know where to secure a copy of it
    - c. you really don't care
    - d. you didn't think it was important to know its contents

17. Who should be responsible for putting together a discipline plan for Hawthorne HS?
    - a. dean (0)
    - b. administration (1)
    - c. teachers (0)
    - d. parents (0)
    - e. all the above (17)

Please write your response to the following:

18. If you were to change the disciplinary procedures, what would you consider the MOST IMPORTANT change to make?

_____

_____

_____

FORMAL DISCIPLINARY ACTION AND PROCEDURE

Any form of discipline should consider the eventual effect on the student's behavior and should encourage improved conduct.

Level I

Introduction	Staff	Examples	Suggested Responses Include, but are not limited to:	Procedures	Commentary
Minor infrequent misconduct which interferes with orderly classroom procedures or the orderly operation of the school is included. Also included are misconducts which interfere with the student's own learning process. This misconduct can usually be handled by an individual staff member but sometimes requires the intervention of other school support personnel and parents.	The teacher is primarily responsible since misbehavior at this level is usually in the classroom or other settings under the teacher's control or supervision. At times, the teacher may need help from others, such as the student services staff (counselor, school psychologist, attendance officers) Usually administrators are not involved.	Minor classroom disturbances Classroom tardiness Minor cheating or lying (especially at elementary level) Minor use of offensive language Nondefiant failure to complete assignments or carryout instructions Failure to observe classroom and school rules.	Remove student from setting Restitution Group or individual counseling Behavioral contract Weekly or daily class check Verbal reprimand Report to parents Withdrawal of privileges Temporary removal from classroom Warning of referral to Level II Work detail	There is immediate intervention by the staff member who is supervising the student or who observes the misconduct.	An administrator must deliberately classify a misconduct above Level I.

APPENDIX D
Plan to Resolve Problem

HAWTHORNE HIGH SCHOOL

Student Name:_____ Date:_____

PLAN FOR RESOLVING PROBLEM

To the Student: The purpose of this form is to assist you in finding a solution to your problem. It should be written clearly and in good English. Your plan must fall within the school guidelines. It must be approved by your teacher and then signed by your parent. You will be required to adhere to your plan.

1. State what you have done and how you have caused it to happen. (Ex. been tardy because I talk too much)

2. How has this problem affected you?

3. How has this problem affected your teacher?

4. How has this problem affected your classmates?

5. What do you plan to do DIFFERENTLY so as not to repeat your problem?

6. What will you do to be sure that you will stick to your plan outlined above?

Teacher signature:_____ Date:_____

Parent signature:_____ Date:_____

APPENDIX E
Minor Infractions

HAWTHORNE HIGH SCHOOL **INDIVIDUAL BEHAVIOR RECORD**
Minor Infractions

Last Name _____ First _____ Grade _____ Subject Teacher _____

Subject Class _____ Period _____ Grading Qtr. 1 2 3 4 School Year _____

MINOR INFRACTIONS	DATE	DATE	DATE	DATE	DATE	DATE	DATE	COMMENTS
Failure to observe classroom and/or school rules								
Not prepared for class								
Non-defiant failure to complete instruction/ assignments								
Minor disturbances								
Minor use of offensive language								
Correctable minor damage								
Other:								

Steps 1-4: Interentions taken by the teacher--include dates

1. _____

2. _____

3. _____

4. _____

APPENDIX F
Discipline Page from Teacher Handbook

DISCIPLINE

1. Position Statement: One of the most important lessons education should teach is discipline. The classroom teacher is the key person in establishing a basis for positive student behavior.
   a. Modeling: Teachers express a great deal about classroom management through their behavior Set a positive example for your students--be well-organized, personable, and alert--so that they may emulate you.
   b. Designing: The social and psychological design of the classroom can either promote positive actions or encourage disruptive behavior. Students need to find a place where they are valued, have chances for positive interactions with others, and can develop their individual talents. Pleasantly designed classroom where students are involved in productive learning stimulate positive behavior among students and teachers.
   c. Interacting: Teachers who systematically work at interacting positively with students have fewer discipline problems than do teachers who minimize their communication with students--whether it be verbal or nonverbal. Focus on the positive aspects of each student.
   d. Responding: When responding to a student's negative behavior, do so in a positive manner so that you can affect students in positive ways. Research indicates that positive responses are most effective in limiting and/or solving classroom discipline problems.
   e. Assessing: Students who are labeled as academically weak oftentimes appear on "disruptive behavior lists." Examine your teaching behaviors periodically so that you do not hold on to styles which are ineffective by "teaching the same way as last year." Using assessment procedures which promote student development usually results in students improving their behavior and school performance. Most students are willing to accept their weaknesses when their strengths are highlighted and they are given an opportunity to improve.
2. Procedures: In the event that difficulties arise which strain the student-teacher relationship or disrupt the educational process in the classroom, the following steps are strongly suggested:
   a. Verbal reprimand with a reminder of the rule violation. Record the time and date.
   b. Conference with student, one-to-one, and implement any unique method designed to resolve the behavior problem. Record time and date: e.g., time-out, behavior contract, detention, etc.)
   c. Parent contact by phone (most phone numbers are available in the back office). Summarize and date the conversation.
   d. Refer to the dean along with data recorded in the preceding steps.
3. Policies Regarding Discipline:
   a. Referral Forms may be obtained from the Student Support Services Office (back office).
   b. Teachers are to complete the top portion of the form stating facts only in as clear a fashion as possible. Ask the student to carry the referral to the dean.
   c. The dean will complete the bottom portion of the referral and will retain the original copy.
   d. the teacher will receive the pink copy via the mailbox. If not received, contact the dean.
   e. ALL SERIOUS MATTERS (i.e., fights, weapons) MUST BE REPORTED IMMEDIATELY.

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APPENDIX G

Discipline Task Force Position Statement

We, the administration, faculty, and staff of Hawthorne High School, believe all students can behave appropriately and act responsibly. An atmosphere for learning must be maintained. We will not tolerate any student disrupting the teaching process nor tolerate any student preventing another student from learning. We believe all discipline matters can be handled in a calm, reasonable, and timely manner through a cooperative effort. We seek uniformity in discipline with allowances for individual differences. Each administrator, faculty member, staff member, and student is an integral part of this process.

Respectfully submitted,

Kurt Orwig
Dawn Newell
Mary Clouse

Certificate of Appreciation

presented to

for demonstrating responsibility by
having no unexcused tardies for
the entire Spring 1992 Semester

HAWTHORNE HIGH SCHOOL

James Simmons, Principal *Diane M. Evans, Dean*

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APPENDIX H

Certificate of Appreciation
No Unexcused Tardies for a Semester

Certificate of Appreciation
Bus Drivers

Certificate of Appreciation

presented to

BRENDA ADKINS
Bus #8206

for your patience and dedication to the
students at

HAWTHORNE JR.-SR. HIGH SCHOOL

as you transport them to and
from school everyday

1991-1992

James Simmons, Principal
Robert Wooster, Assistant Principal

Louise Herring, Dean
Diane M. Evans, Dean

66

Certificate of Recognition

presented to

for demonstrating responsibility by having
No Unexcused Tardies for the school year
1991-1992

and is officially declared a

HAWTHORNE HIGH SCHOOL
N. V. T.

Lamar Simmons, Principal

Diane M. Evanac, Dean

APPENDIX J

Certificate of Recognition
No Unexcused Tardies for a School Year

APPENDIX K
Discipline Questionnaire Followup

DISCIPLINE QUESTIONNAIRE FOR TEACHERS OF HIGH SCHOOL STUDENTS

Directions: Please pick the choice which best reflects your views and write your answer in the space provided to the left of the question.

___1. Are you satisfied with the way discipline referrals for HIGH SCHOOL students are being handled?
10 a. Yes
6 b. No

___2. Do you feel that there is consistency in the handling of discipline referrals?
9 a. Yes
6 b. No

___3. Do you know what constitutes a Level I, II, III, or IV infraction?
15 a. Yes
3 b. No

___4. Do you handle most of your disciplinary problems yourself?
17 a. Yes
1 b. No

___5. With the exception of major disciplinary infractions (e.g., fighting, violation of weapons/substance abuse policies, etc.), what do you usually do first?
17 a. speak with the student
b. call/contact the parent
1 c. send the youngster out in the hall
d. write up the youngster and send to the dean

___6. Do you feel the need for a specific discipline plan for Hawthorne High School?
15 a. Yes
3 b. No

___7. Do you feel the need for in-servicing with regard to the present disciplinary procedures?
5 a. Yes
13 b. No

___8. When you are dissatisfied with the way matters are being handled by the dean, do you discuss it first with:
15 a. dean
b. principal
c. assistant principal
d. the student
e. anyone who will listen

___9. Do you feel most discipline matters should first be handled by the teacher?
16 a. Yes
2 b. No

___10. How do you feel about the discipline at Hawthorne HS?
11 a. It is too lax
b. It is too strict
5 c. It is just about right

APPENDIX K (cont'd)
Discipline Questionnaire Followup

__11. Do you generally feel supported by the dean's office?
14 a. Yes
4 b. No

__12. Do you think that the disciplinary procedures in place now are basically satisfactory?
9 a. Yes
8 b. No

__13. Do you think it would be a good idea to have a discipline committee to handle the "difficult" cases?
8 a. Yes
7 b. No

__14. Who do you believe has the PRIMARY responsibility for controlling a student's behavior?
a. the dean
2 b. the teacher
9 c. the student
7 d. the parent

__15. Have you read the most recent version of the Code of Student Conduct?
16 a. Yes
2 b. No

__16. If you have not read the Code of Student Conduct is it because
a. you are not a student so it doesn't apply to you
1 b. you don't know where to secure a copy of it
c. you really don't care
d. you didn't think it was important to know its contents

__17. Who should be responsible for putting together a discipline plan for Hawthorne HS?
a. dean
b. administration
c. teachers
d. parents
16 e. all the above

__18. Do you believe In-School Suspension has helped improve discipline?
9 a. Yes
7 b. No

19. Please complete your response to the following:
If you were to change the disciplinary procedures, what would you consider the MOST IMPORTANT change to make?

_____

_____

_____